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Universal Education—The Safety of a Republic.

VOL. XXIV.

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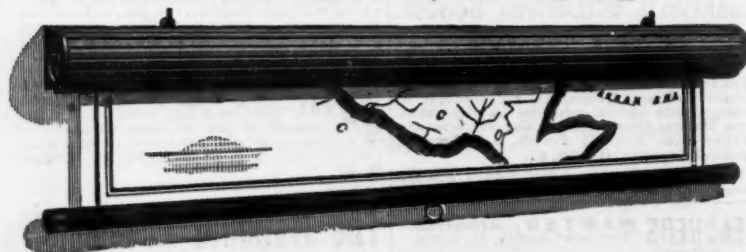
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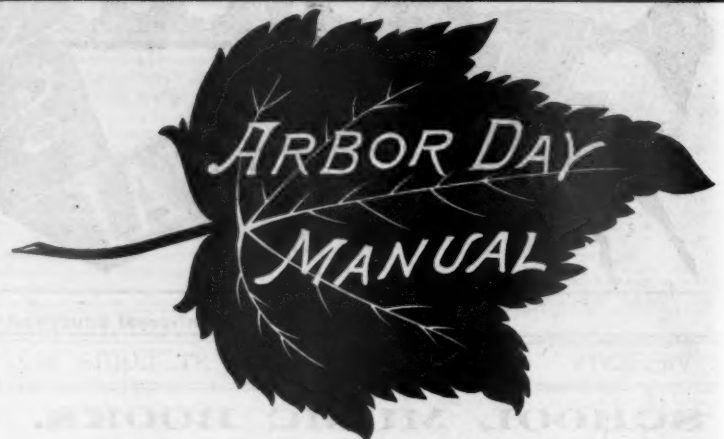
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And is enough for both." —SHAK

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The teachers ought to be confident of success, because their weapons are intelligence and light.

AMERICAN JOURNAL OF EDUCATION

And National Educator.

St. Louis, Mo., March 9, 1891.

J. B. MERWIN Managing Editor
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WHY not write of, and publish, the *great things* our teachers are doing in training the children and in this giving the *people* more power. Their faithful, efficient, patient work ought to be recognized and rewarded. This JOURNAL has no sympathy with the small pessimism which is constantly parading the faults of the few, as characteristic of the many. If the "fly critics" had influence we should have no schools at all. Why not take the good done, a vast volume and show how *more* good can be done, rather than to find fault and pull down and destroy. It is time that journals of education should give their columns and their influence to the building up of our school system in all the States, rather than to be constantly parading the faults of the few teachers who do not use the stale "methods" of these "cranky" editors.

THE people of Toronto, Canada, are already making large preparations to take the best kind of care of a great crowd during the session of the N. E. A. in July next.

A MAN like the Hon. Wm. Windom, who sustained the public credit to his own hurt, is in such a time as this, an almost irreparable loss.

CICERO the wise, asked "What better, what greater service can we render the Republic, than to instruct and train the young."

LUTHER said, "The new schools which are to be organized shall become a charge upon the public treasury."

We ought to be able to do so much that we should break up the counsels of our opponent by the vigorous execution of our own work.

THE work done by our teachers is not isolated or small. It will be caught up, preserved, carried forward as a living growth, vitalizing life, character and communities. The teachers need a clear, solid footing—a support—moral as well as material. Such work needs light, needs recognition, needs the strength which comes from co-operation and intelligent sympathy. They generate and keep alive a giant force of intellectual and moral activity which grows and ripens until written sentiment becomes an actual life. They are by their work making men and women of the children, and in some instances give so much of life and time in this direction as to become children again, but so it is; all knowledge, all art, all beautiful and precious possessions of existence comes from this teaching, from these teachers, if thou will have it; who but these teachers, "these poets first formed gods for us, brought them down to us, raised us up to them?" Yes, the world's wealth to-day is in its original men and women, by these and their works it is a *world* and not a waste.

THOSE we call the *real* teachers—those born to teach, they are the original men and women. They are not made on a common or small pattern. What they do and accomplish cannot be prophesied of, or quite measured, though by their newness and power they do provoke prophecy, and establish joy and gladness. They help to unfold the child mentally and morally, out of weakness into strength, out of nothing into something, building into a new, strong, moral life.

The teacher must re-enforce every department, and every mind, by his own example and by the vigor and heroic worth of the work he is doing.

The energy of the single soul poised on its own center of righteousness gives strength, and attracts the most and the best spirits of the age to help it to accomplish its victorious mission.

THE teachers of Missouri found that by circulating 150,000 copies of the AMERICAN JOURNAL OF EDUCATION among the people, that the money it cost has been *returned* to them many times over, in the average *increase of wages* from \$27 per month to an average of \$47.50 per month.

Can we not make the compensation an even \$50 per month, as a minimum, in all the States? We can afford to do this. In fact we cannot afford *not* to do it, for this would insure competent teachers for all our country schools.

THE local committee who have in charge the preparations for the great meeting of the N. E. A. in Toronto, next July, have already secured several of the largest halls in the city, easily accessible and very near each other. Mr. W. R. Callaway, who will be remembered as the efficient agent of the Wabash R. R. for years in St. Louis, is now the local representative of the Canadian Pacific R. R. in Toronto, and will be glad to see his old friends from the southwest. Mr. J. A. Richardson is the resident agent of the "Great Wabash R. R. Co." in Toronto, and very close connections have already been arranged for to take parties through direct by these lines without change of cars. We are indebted to both these gentlemen and the secretary of the local executive committee, Mr. H. J. Hill, for an opportunity of looking over the fine halls already secured for the great meeting in July.

We advise our friends to communicate freely with any or all of these gentlemen for any information desired.

OUR trade with Canada already amounts to about \$100,000,000 a year. Facts which our teachers ought to take along with them to the great meeting of the N. E. A. in July next. There will be more of a "reciprocity" feeling on both sides after this meeting is held.

THESE common schools are everywhere a focus of intelligence, liberty and power for the people. Let us extend, perpetuate and perfect them in all the States.

We stand for peace, for unity in this great work of educating for American citizenship.

There is room enough, and work enough for all the common schools, for all the private schools, for all the denominational and sectarian schools. We cannot afford to abridge or limit or in any way hinder the work of these instrumentalities. Truth and God are over them all, in them all, through all of them, and these two, truth and God, cannot be overthrown. They are eternal verities that it is well to take note of in all our work.

OUR teachers in the common schools of the country work on in their greatness, calmly and in silence with their still but strong lives of truth and virtue. The manifest of this labor makes little immediate impression unless we study it carefully. It is worthy all praise for its sure and inevitable outcome of good citizenship notwithstanding the gibes and sneers of those who would cripple and hinder, if not abolish it altogether.

THE more intelligence is diffused by our system of common schools, the more prolific of power it becomes among the people.

THE resolute—the brave are always victorious.

THE teacher should realize all the time that the result of his work on the civilization, prosperity and commerce of the world is incalculable. That it is not so regarded and compensated does not alter the fact at all.

OUR teachers are the liberators of the people, giving them more power—not their scourges—ignorance and its helplessness and imbecility is a scourge. Intelligence with its vigor and power, is success, prosperity, victory.

THE multiplied victories of our common school system already encircle the brow of every teacher, no matter how humble, with an ever growing splendor.

ALL real strength lies within us, not without.

It is said that men educate according to the dominant idea of their life. The soldier will educate to fight, the poet to poetry, the good to piety; but women educate humanly, woman, like an æolian harp where no string predominates over the rest, but the beautiful melody proceeds from the perfect union of its tones, so woman teaches and educates evenly and humanly.

INTELLIGENCE, such as we find planted and premeditated in all our schools, both public and private, give an impulse to all the elevated and nobler sentiments of the people showing that merit, virtue and character are but the flag leading to victory in a material sense, precisely as christian morality is sublime, because it is the safest guide we can follow and the best and wisest counsellor of our highest private interest.

THE ferment of "reform" is working. In *The Forum* for February, President C. K. Adams, of Cornell, presents his views as to "The Next Step in Education." He is more radical even than President Eliot, of Harvard.

He would have 300 out of the 400 "colleges" reduced to secondary schools, leaving the field of university and college work proper to the remaining ten. This would no doubt be a great and beneficent reform. Though, as President Adams clearly recognizes, it is a reform that can be brought about only by the slow process of natural selection.

Meanwhile, he suggests a plan which, if adopted, would seem to promise much by way of hastening that process. He takes the existing elective system as his point of departure. From this suggestive fact he argues that the junior and senior years might be appropriated by the universities, leaving the freshman and sophomore years for the colleges.

In other words, the work of the collegiate grade would end with the sophomore year, while with the beginning of the junior year all students would enter upon professional studies.

Against this we cannot but enter the same protest which we set forth in the preceding number of this JOURNAL to the Harvard scheme. The chief need of our time is a greatly increased number of men who value personal character above personal "possessions," above outward "success" in any form whatever.

The professional school necessarily directs the attention of the student mainly to success in its outward aspects. It is in the college proper where the studies are suited to discipline and develop a man, as a man, that the conditions are most favorable for the growth of character.

Hence, we cannot but think that President Adams' argument has rather the effect of discrediting the whole elective system itself (within the range of college work proper) than of justifying the appropriation of the last two, and hence most effective, years of the character-fostering course to the specializing strain of the professional school.

We are far from undervaluing the professional school. We urge only that there should be no sacrifice of manhood to expertness. Integrity first, adroitness after. At best the temptations toward mal-adroitness are only too great.

In substantial agreement with this is a paper by Prof. Simon N. Patten, of the University of Pennsylvania, on "The Educational Values of College Studies," in the *Educational Review* for February. After many suggestive things, he presents the claims of the moral sciences—Politics, Economics, Psychology and Ethics—as serving best those disciplinary purposes to which

reference is made above, and which ought therefore to be given a prominent place in the college curriculum. Not that they are to override the other studies (language, mathematics and the essentials of the "modern" sciences) but that they should receive increasing attention as the sciences best calculated to "develop those qualities and faculties which are now most deficient in men."

In the same number of the *Educational Review*, President E. B. Andrews, of Brown University, discussed the question of "Time and Age in Relation to the College Curriculum."

He is distinctly opposed to the shortening of the collegiate course for the degree of B. A. He is of the opinion that the usual (not necessarily average) age of youth in eastern colleges is falling rather than rising. Hence, the argument of time-saving urged in favor of shortening the college course has no real foundation. Besides, enough is to be accomplished by way of improved methods of teaching Greek and Latin to "save at least one year to the average college graduate."

On the other hand, his protest against the substitution of a professional for the liberal education is very decided. "The curse of our time, as far as liberal education is concerned, is early specialization."

FIRST let the youth become matured as a man. Nor ought there to be too great haste even in this. Otherwise there is great danger that he will prove to be only an imitation man. Let him have time to grow. Better in most cases to receive the B. A. degree at twenty-four than at eighteen. The time-saving argument in favor of shortening the college term is not valid even if the average age of youth in colleges were increasing.

WHAT Dr. G. Stanley Hall proposes to do through the agency of "The Pedagogical Seminary" (elsewhere referred to) in the field of educational literature is much the same as that accomplished by Justinian for the Roman Law. It will be to render that literature not only available (now mostly in German) but also manageable in compass as well as organic in character.

OUR teachers have become the champions and wish the triumph of great ideas—because it is the only triumph which sheds no blood—the only one which rests upon public opinion, right and justice—and above all the only one which endures.

This work is always and everywhere a blessed and an honored work, because it gives the people power and insures victory.

THE "don't" people never amount to anything. The world wants people who do something. Let us stand for, work for and live for the doing of good and for the affirmation of the good.

ITS FUNCTION.

"A victory is twice itself,
When the achiever brings home full numbers."
—SHAK.

The common school teaches what all need, and what is common to all—culture.

The Catholic, the Protestant, the Jew, the Gentile, the Infidel, the Democrat, the Liberal, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man, have not each a different mode of spelling the *English language*, the *language of the law*, but one and the same mode.

They have not each a different grammar of the English language, but the same grammar. They have not each a different geography or technique of commerce, but all the same.

They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany, of law—in a word the same technique for all the products of human intelligence.

These must be made accessible to all and the common school is the only instrumentality so far devised in our political economy in this country by which this can be done.

The common school will be maintained, enlarged and perfected for the reasons above stated. The common school gives the people power.

GREAT FORCES.

"Force should be right."—Shak.

We urge our teachers to constantly reinforce themselves and the text books they use, by contact with the outside world. These "gigantic forces" with which their pupils must come in contact in all their after life and work, when the school-life is over, should not be ignored even for a day.

The school is a means to an end, all the time and not at all an end in itself.

Let us then so conduct every recitation, pursue every study, utilize all of our drill and discipline in school as to constantly link the to-day with the more important to-morrow.

Mr Arthur Gibson in a late number of *The Popular Science Monthly*, says:

"It must not be forgotten that there have never been before in the history of the world such *gigantic forces* at work, nor so rich and varied a field for their operation. If, instead of standing awe-stricken at the vastness of the results, we contemplate the magnitude and proportion of the original factors, we shall cease to marvel.

Remembering the immense area of the country, the fertility of its soil, the number and riches of its mines, the number and navigability of its rivers, the availability and inexhaustibility of its fuel; remembering the amount of available labor, both human and mechanical—the later representing hundreds of millions of human arms, and the former increased by supplies drawn from the Old World to the extent, also, of millions; re-

membering the number and utility of mechanical inventions designed to assist in the production of wealth; and bearing in mind that during this period the country has been free from war; that she has had to keep neither navy nor standing army—when we contemplate all this, instead of losing our mental balance, we shall most probably feel a sense of disappointment that the results are not even greater."

PUBLISH THE LAWS.

"Come, give us a taste of your quality."
—SHAK.

WHY not?

"It costs to publish the laws." Yes, that is true, but it costs to have the laws violated, and to punish the violators.

How much? Well, we should not dare undertake to estimate what such cost is. Our teachers should instruct constantly their pupils and patrons that obedience to the law is not, by any means, all that good citizenship, or the state demands of its citizens.

This, indeed, is but the humblest demand. And, if we recognize it as incumbent upon the state, that, before it could demand obedience to its law from the citizen, it should render a knowledge of the law possible to the citizen, what shall we say of the duty of the government in this respect, when we find that it demands not merely obedience to the law, but also that the citizen should make the law. If the citizen does not know enough to make wise and equitable laws, we all have to smart for, and pay for this ignorance on the part of the law makers.

If it costs too much to publish the laws enacted, let us have less in quantity and better in quality.

Yes, the editors of the local papers all over the country realize the fact that the teachers are creating for them a certain, large, intelligent and growing constituency, and if all teachers would furnish such items as Mr. L. J. Hall furnishes the *Montgomery Standard*, every sensible editor would be glad to get them and publish them. Such an educational column shows growth, intelligence, character, wisdom. It is better for the people to read, than neighborhood scandal—than low partisan politics. It shows unity, peace, good-will, prosperity—results!

Mr. Hall will make a first class County School Commissioner and we hope the people of Montgomery County will elect him by a large majority.

THESE teachers form a solid substratum of silent, effective, heroic men and woman, working on with an unwasting energy, inspiring pupils and parents alike; invincible, they do not even whisper to themselves how valuable and important they are. Let us give them for this all-important work proper joyful, permanent recognition.

WOMEN IN LITERATURE.

"Lay thou thy basis sure,
For goodness dare not check thee."
—SHAK.



MRS. JULIA WARD HOWE.

AT the recent celebration of the fortieth anniversary of the First National Woman's Right's Convention, Mrs. Julia Ward Howe read a paper on "Women In Literature."

We very reluctantly make extracts from this magnificent address, for want of space to publish it complete.

It can be found in full in *The Woman's Journal*, Boston, of February 14, '91.

"It would be difficult to overstate the value of the historic spirit in any community. History and prophecy correspond to each other, and the great hope out of which our institutions sprang was founded upon a deep knowledge and recognition of the lessons of the past and of the great truths which they illustrate. Myles Standish studied Caesar's commentaries, and by the fate of the Allobroges and others learned how to deal with the aborigines of the new continent, more, perhaps, in the spirit of heathen than that of Christian Rome. And those who formulated the principles of our political faith were acquainted with the real republic of Athens, and with the ideal republic of its greatest citizen.

I surely must mention here those letters of Mrs. John Adams, in which the spirit of hope and progress is made so evident. Did her husband treat as a joke the one in which she suggests that the franchise, so carefully ensured to the men of the United States, might with advantage be extended to the women also? Whence did she derive the idea? Had she read it in Plato's republic? Doubtful. Had she not better read it in the great development of the time, in the new aspects which it had brought to manhood and womanhood? Surely it is written where the text of God's providence can be read without lexicon or commentary, in the history which was a prophecy, in the prophecy which is already becoming history!

We were few and feeble at first, strong only in faith, purpose and resolution. We are many now, and to the abstract strength of the justice of our cause, have been added the sympathy of numbers, and, more potent still, the justification of successful experiment.

I said a word just now about the historic spirit. It is one whose leadings are not easy to follow. The inequalities of human progress often "give us pause" between the new and the old, and the great features of human nature lie so deep in it, so far below the surface changes which time brings on, that we hesitate to say what is new and what is old.

The book of Exodus preserves for us the burden of Miriam's song of triumph. The psalm of Deborah, the ecstatic words of Mary Mother, are read to-day in our churches, are embalmed in the ritual of Christendom. And Sappho and the Sybils are figures beloved by us, though of them we can read nothing, of her but a fragment or two. I mention these very ancient names only that we may recognize the fact that women have always had some representation in literature.

Who knows how many strophes learned from mothers and nurses have been interwoven with classic lyrics and familiar folksong? Not the less may we consider the present aspect of women in literature as a new one. The freedom of their utterances, the extent of their meritorious performances, attest the new liberties which they already enjoy, the fresh inspiration which enables them to break the bonds of stereotyped tradition and custom, as Samson broke the green withes with which treachery had bound him. To whose READS HISTORY ARIGHT, this good time was promised and was to come—it is simply the unfolding of what was ever old and ever new, the advancing hope of humanity.

I remember having written, not very long ago, that the New Jerusalem is a city, not of stones, but of souls; and so we should wish it to be. But in our earthly surroundings, symbols avail much for expression and instruction, and while I think of these happy souls as passing, or having passed on in the fluent order of the future, I look at what they have left us, and each fair work seems to me like a block of precious, polished marble, set in the architecture of the ages.

These great women, like the great men we wot of, have been builders. Better than Peter's dome is the outlook of free and lofty thought, more sacred than its high altar is the right to the holiest motives, to the purest aspirations.

This outlook, this emancipation from mean fears and cowardly considerations, the true-hearted in literature have won and are keeping for us. In a work so meritorious, so benefi-

cent, let us rejoice to see our sex not only worthily associated, but largely represented.

Travelers and students love to trace throughout the world, the monuments of human achievements. We stand in reverence before the tombs and temples of Egypt, before the marble gods of Greece. Loftier, more august than either, are the high courts of literature, where sit enthroned those whose glory shall never fall. Before the studious soul, the great vista slowly unfolds itself. While busy multitudes come and go, there remain those who cannot die, whose light cannot be extinguished. They belong to all countries, to all times.

I see here and there among them the sybil, the poet, the prophetess. But when I say, "To-day," a new door opens; a glad procession winds its way among the immortals. Seats are given them, and crowns. Whether of to-day or of yesterday, they have come to stay."

THE PRINTED PAGE.

"Then join you with them like a rib of steel,
To make strength stronger."
—SHAK.

"It is claimed by those best posted that eight persons read every paper published before it is destroyed, many persons read this journal and read it again so as to reinforce themselves with arguments to meet opponents to certain important school measures.

We have, on the above basis nearly two hundred thousand readers, and the results is manifest in the study and solid improvement of our school system—in all the State where this journal circulates. We want on this account to double its circulation in all the States, and we ask our teachers in all the States to help us do this.

Our valued contemporary, the *Educational Courier*, of Louisville, Ky., in speaking of the direct money value to the teachers in the circulation of this JOURNAL among the people said:

"A year or two ago, the editor of the AMERICAN JOURNAL OF EDUCATION, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers, and tax-payers would reimburse each teacher four-fold its cost in one year. The teachers caught the idea, and wisely and zealously aided, until one hundred and fifty thousand copies, were put into circulation. At the close of the year the report of the Superintendent of Public Instruction for Missouri showed an average increase of teachers' wages of 19.62. Of course it was not claimed that all this was due to the JOURNAL—but that it was an active and prompt factor in securing this desired result, no intelligent person will deny."

By the use of our "Aids to School Discipline" teachers soon double the attendance of pupils. These Aids interest pupils and parents alike, in the work done in the school-room—they prevent tardiness and absence.

Those who have used them and so, thoroughly tested them, say that they not only discipline the school, but so far their use has more than doubled the attendance.

Address, with stamp, for samples and circulars, The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.

ARKANSAS

EDITION

American Journal of Education.

\$1.50 per year in advance.

S. M. MATHES, Little Rock..... } Editors.
J. B. MERWIN..... }

We shall send *entirely free*, postage paid for one year, the weekly edition of the *Chicago Inter Ocean*, or the weekly edition of the *New York World* fifty-two copies, to every new subscriber to the AMERICAN JOURNAL OF EDUCATION, or to any old subscriber who renews his or her subscription for another year. See coupon order on page —. It is an admitted fact that when the teachers of Missouri wisely and zealously put more than **one hundred and fifty thousand copies** of this JOURNAL into circulation the report of the Superintendent of Public Instruction for Missouri **showed an average increase of teachers' wages of 19.62**. Of course it was not claimed that all this was due to the **Journal** — but that it was an active and prompt and the principal factor in securing this **desired result**; no intelligent person will deny.

You see you get three or four times more reading matter with this combination than is given by any other Educational Journal of the United States, just such reading as every *live* teacher needs to enliven and reinforce the text books in geography and history.

THE real teacher says: "Tell the people that I die with the regret of having done so little for posterity."

ELOQUENCE becomes the conqueror and master of the world.

We must not conclude, because of the infamous and unscrupulous combination between the "tool" President Canfield, and the pigmy, Sheldon, at the last meeting of the N. E. A. that *moral energy* among the teachers of the United States has ceased to exist.

THE blades of the shears of censorship, wielded by the "tool" President, Canfield, and the moral dwarf, Sheldon, are too short to reach the AMERICAN JOURNAL OF EDUCATION.

AN independent press seems to be in demand.

THE 400,000 teachers of the United States will repudiate this badge of barbarism which Canfield and Sheldon tried so hard to fix upon them at the meeting of the N. E. A. at St. Paul. Letters from every State in the Union come to us, thanking us for exposing this infamous ring.

In our system of common schools progress is made not by decay, but by a vital transformation of the old *idioms* into the new language of today, giving the people more power.

INTELLECT comes from the whole man, as it is the light that enlightens the whole man, so that he can comprehend the relation and nature of things, know their worth, their end and their power from the beginning to the end.

A GRAMMAR CRANK.

"Corrupted the youth of the realm."—SHAK.

In order to give a glimpse of the "stuff" called "methods" in teaching grammar, which pours in upon us, incessantly, and which would fill, to the exclusion of all else, our columns, each issue we give an extract from an article sent us from a friend in the State of New York—an old patron and a long time subscriber, too, one who ought to know better than to expect we should give space to such a mess of *taddle* on grammar. He says:

"We object seriously to these attempted innovations on grammar in the reduction of ten parts of speech to eight. The participial is still to be treated as the participial mode of the verb to which it belongs. Articles are classed with the adjectives, as modifying nouns. The office they perform is so special, as well as distinct from that of the adjective commonly so-called, that the effort to displace them as a separate part of speech, can never succeed.

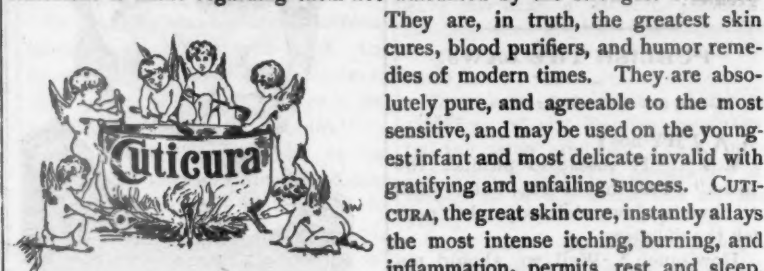
It is a mistake to turn the attention to the conjoining formation of the relative pronouns, calling them conjunctive pronouns, instead of regarding them as representing antecedent substantives. We cannot accept the theory that the class of words which embrace whoever and whichever are each a conjunction, a noun, and a pronoun. The introduction of such terms as prepositive substantive modifier, for the preposition with its noun in the objective case, post-substantive for the nominative case after two verbs and intransitive post-adjective, should not, and cannot receive recognition by good scholars."

But hold! What would there be left of pupil or man or woman to "recognize" after being "put through" such a course of language "sprouts" as that—yet this sort of "stuff" is paraded as "methods"—year after year. What wonder school journals languish and die, fed by, or feeding such saw dust as that. They ought to die; contrast this with that, in an Educational column, with live, virile, practical items such as Mr. L. J. Hall puts into the "Educational Column" of the *Montgomery Standard* every week and you get the difference between a "crank" and a live man.

A gangrened body, like these self-elected officers of the N. E. A., is not to be healed by applying ulcer to ulcer. There must be a transfusion of *new blood* in spite of the pigmy, who concocted this scheme of self-election and self-perpetuation.

Spring Humors

Spring Humors, whether itching, burning, bleeding, scaly, crusted, pimply, or blotchy, whether of the skin, scalp, or blood, whether simple, scrofulous, or hereditary, are now speedily, permanently, and economically cured by the Cuticura Remedies when the best physicians and all other remedies fail. The almost miraculous cures daily effected by them prove this. No statement is made regarding them not warranted by the strongest evidence.



They are, in truth, the greatest skin cures, blood purifiers, and humor remedies of modern times. They are absolutely pure, and agreeable to the most sensitive, and may be used on the youngest infant and most delicate invalid with gratifying and unfailing success. CUTICURA, the great skin cure, instantly allays the most intense itching, burning, and inflammation, permits rest and sleep, soothes and heals raw and irritated surfaces, clears the skin and scalp of crusts and scales, and restores the hair. CUTICURA SOAP, the only medicated toilet soap, is indispensable in cleansing diseased surfaces. CUTICURA RESOLVENT, the new blood and skin purifier, and greatest of humor remedies, cleanses the blood of all impurities, and thus removes the cause. Hence, the Cuticura Remedies cure every humor of the Spring, from the simplest facial blemishes to the worst case of scrofula. Sale greater than the combined sales of all other blood and skin remedies.

AG "HOW TO CURE DISEASES OF THE SKIN AND BLOOD" mailed free to any address, 64 pages, 300 Diseases, 50 Illustrations, 100 testimonials. A book of priceless value to every sufferer. CUTICURA REMEDIES are sold everywhere. Price, CUTICURA, 50c. CUTICURA SOAP, 25c.; CUTICURA RESOLVENT, \$1. Prepared by POTTER DRUG AND CHEMICAL CORPORATION, Boston.

Pimply, Blotchy Skin, red, rough, and oily skin and hands, painful finger-ends with shapeless nails, are prevented and cured by Cuticura Soap, incomparably the greatest of skin purifiers and beautifiers, while rivaling in delicacy and surpassing in purity the most expensive of toilet and nursery soaps. The only medicated toilet soap, and the only preventive and cure of inflammation and clogging of the pores, the cause of pimples, blackheads, rough, red, and oily skin, and simple humors of infants and children. Sale greater than the combined sale of all other skin soaps. Sold everywhere.

SHELDON and Canfield imagined they had a "soft thing" in making the teachers of the United States do "hod-work" for them until they had "squeezed" \$50,000 out of them. It seems mean and low and venial now that it has been exposed, but they have only themselves to blame for it. They themselves "brought it forth" when Canfield, in his infamous tyranny, informed the N. E. A. that "all its affairs were in the hands of its officers and committees" and that the plebian paying members had nothing to do but "sneeze" when the "little tin gods" take snuff.

THESE teachers blaze away with the torch of intelligence and many an old hidden, rotten thing in politics and diplomacy becomes noticeable to the common people by virtue of their work and the intelligence which grows out of it.

Nothing good or great, or progressive in the school or in the neighborhood, should be allowed to escape the favorable comment of the ubiquitous spirit of the teacher.

The teacher must not only know all that his pupils know, but he must know all things beyond their knowledge and vision, so that he can lead them heroically to victory.

Intellect, vigor and genius always triumph.

By the use of our "Aids to School Discipline" teachers soon double the attendance of pupils. These Aids interest pupils and parents alike, in the work done in the school-room—they prevent tardiness and absence.

Those who have used them and so, thoroughly tested them, say that they not only discipline the school, but so far their use has more than doubled the attendance.

Address, with stamp, for samples and circulars, The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.

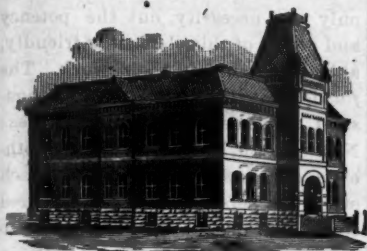
A MODEL COLUMN.

"Will it serve as a model?"—SHAK.

We present below about what we consider a *model* educational column. Mr. L. J. Hall, superintendent of schools in Montgomery City, Mo., is the author. We commend it to the teachers in all the States. What would be the result, if, in all the 50,000 newspapers in the country, the teachers should lay before the people the results of their work, as Mr. Hall has done, and is doing each week. Not crude theories, of how to teach "grammar," and small "catches" in mathematics. There is, as you see, none of this nauseous nonsense in these columns.

Mr. John W. Jacks, the editor and publisher of the *Montgomery Standard*, is one of the most careful, conservative editors in the State. The *Montgomery Standard* makes money all the time—it is ably edited and is in demand—but Mr. Jacks does not let anything else interfere with this interesting, vigorous, helpful, "Educational Column." His patrons want it

every week, read it carefully, and help Superintendent Hall to carry out the valuable suggestions made in each issue.



"Attendance still improving. We are making some of our old time per cents again.

Ninety-seven and two-tenths per cent in attendance last week. Quite a number withdrawn, however, on account of sickness.

The per cent of attendance for the last month is 93.7 This is probably the lowest per cent we'll make this year; but still it is above the average for schools of the country.

Four hundred and seventy-six pupils belonged to the school during the month of January. Of this number 93.7 per cent, or 447, were present every day.

One room, No. 7, made a perfect record last week. Good! Let us all improve the attendance. The value of regularity cannot be overestimated.

Let us make a still better record. Why not have one month of school without any tardiness? Will not parents help us?

Twelve cases of tardiness out of a possible 17,880 is not a very poor record, but it is not so good as it might be. Why have tardiness at all?

We should like very much to have every man in Montgomery City visit the school; not altogether on the school's account either. We should like to have you know what kind of a school you are paying for. Come at any time, you'll not disturb us, look through the different departments and give us the benefit of your observation.

The growth of our school during the past few years has been steady and marked. The enrollment for the last four years has been as follows: 1887-88, 392 pupils; 1888-89, 432 pupils; 1889-90, 491 pupils; 1890-91, 502 pupils for the half term, which will probably be increased to 540 or 550. The improvement in attendance and punctuality has been still more marked. These things certainly indicate a healthy condition.

The reputation that our school is attaining is evidenced by the attendance of non-resident pupils. The amount of tuition fees for the year of 1888-9

was \$206; for 1889-90, \$492; for 1890-91, \$365 for the half term, and this will probably be increased to about \$600. These things speak for themselves."

We call that a "Model Educational Column." If our teachers maintained a similar column in every county paper in all the States, we should soon see a revolution on this question of maintaining our schools on an adequate basis for properly educating all the people as well as for adequately compensating the teachers who do such invaluable work inside and outside the schoolroom. Of course Mr. Hall would make a first-class county school commissioner and we hope he will be elected.

SHORT-HAND.

A Practical Course for Only \$2.00.
Send for Particulars.

The Fifth Lesson of the Series
Here Given.

(Copyrighted by Eldon Moran.)

PEN OR PENCIL—WHICH?

When the reporter writes with a pencil, he should obtain one of medium hardness only, keep it sharpened, and use it with soft or uncalendered paper. For general purposes, it is better to use a pen; the pencil in exceptional cases only. In every respect it will be observed that the pen and pencil differ from each other. The question as to the merits of each for reporting purposes has been discussed to a considerable extent by members of the profession. Those reporters who employed a pencil while learning, never afterwards giving the pen a fair trial, of course regard the pencil with the greater favor. Of those who have fairly tested both, the majority prefer the pen. The advantages of each may be seen from the following comparison:

1. Pen work is permanent; pencil writing fades out in a few years.

2. Notes taken with a pen are black and easy to read; pencil writing is hard on the eyes, and for this one important reason a pencil should be used as little as possible.

3. Writing with a gold pen, which is a yielding, sensitive instrument, is much less fatiguing than manipulating a pencil, which is stiff and inflexible.

Short-hand reporters must be able to write many thousands of different words, but nine-tenths of all the writing they do consists in taking down over and over again only a few hundred very common words. Evidently the first requisite to skill in stenography is a very high degree of familiarity with just this class of words and phrases. The reporter writes "is, may, will-be, I-can, do-not," hundreds of times to "ocean, extracting, caliber, indigo, delive," etc., once.

He may take time, occasionally, to write a hard word in long-hand, but he will fall almost certainly if he is obliged to hesitate for an instant before writing one of these frequent words or phrases. Hence the teacher will drill his class daily, and require the pupil's practice to be devoted mainly to this class of words.

If you wish to join our class and take this course of twelve lessons in short hand, clip out and send in the following "coupon order". We send the AMERICAN JOURNAL OF EDUCATION one year, postpaid, and the twelve lessons, with full and complete instructions, for \$2.00.

COUPON ORDER.

—TO—

J. B. MERWIN—Managing Editor AMERICAN JOURNAL OF EDUCATION,
1120 Pine Street, St. Louis, Mo.

Dear Sir—I wish to avail myself of the above offer at once. Enclosed I send you \$2.00 by money order or registered letter. Please send the AMERICAN JOURNAL OF EDUCATION one year, and the twelve lessons in short hand, to

Here sign your full name,

and write it very plain

County of.....

State of.....

Post Office.

EXPLANATION.

In line 1 the first letter has the force of *th* in three, and is called *th*; the second, the force of *th* in those, and is called *the*. When *s* has the sound of *z*, as in *was* or *goes*, it is called *z*, and expressed by a thickened stem. *S* is most commonly expressed by the circle; but the curve is needed when an initial vowel precedes, as in *ace*, line 7, or a final vowel follows, as in *sew*, line 8. In line 3, the first letter called *sh*, has the force of *sh* in *bishop*, or *ti* in *motion*. When struck upwards it is called *shay*. The second, called *zhe*, is equivalent to *s* in *pleasure*. The curves in line 4 are called *way* and *gay*, and are the same as the consonants *w* and *g*. *H*, always written upwards, is called *hay*, and *ng*, *ing*. Shaded *m*, called *emp*, is equivalent to *mp* or *mb*, as in *temple*, or *tumble*. Upward *r*, called *ray*, is used more than the down-stroke. It is quicker, oftener secures a good angle, and prevents word-forms from extending too far below the line. When the circle occurs between two straight stems, it is placed outside the angle, as in *gyser*; at all other times it is if possible placed inside the curve. The circle is put on the left of up-strokes *hay* and *ray*.

Exercise—Moore hide rate heap road ride going reap saw ease reach rake rose.

Sentences. 1. This boy's name is Jake, and he has a rake by his side. 2. He will take the rope and go and tie the cow. 3. This boy's name is James, and he has a spike and a nail. 4. Milo will take them and file them for two hours.

KEY TO PLATE 5.

- 7 Ace eyes thief loathe shave shite weak yoke.
- 8 Sew wrote rise row rout Reno rising roar.
- 9 Hoing shaking heath shoal house hoax height yore.
- 10 Recede geyser Kaiser miser spacer chosen pacing facing.
- 11 This week I take my fifth lesson in stenography.
- Word-Signs. 12—Them [or they] think was your way he are stenography advantage a and [or an] period.

Translate lines 13, 14 and 15.

Plate 5.

- 1 TH ((((((((((((((((((
- 2 S-Z))))))))))))))))))
- 3 SH-ZH))))))))))))))))))
- 4 W-Y))))))))))))))))))
- 5 H-NG))))))))))))))))))
- 6 RAY-EP))))))))))))))))))
- 7))))))))))))))))))))
- 8))))))))))))))))))))
- 9))))))))))))))))))))
- 10))))))))))))))))))))
- 11))))))))))))))))))))
- 12))))))))))))))))))))
- 13))))))))))))))))))))
- 14))))))))))))))))))))
- 15))))))))))))))))))))

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We again urge our friends to date and write their name plain in signing letters, and please put on 'the post-office and the county too, and the State. We have had too much of our mail matter "mis-sent" within the last sixty days, hence we urge our friends to put on all the directions very plain.

THOSE premiums sent free, mentioned on page 9, take both the teacher and the tax-payer. It is not often so much is sent free with any other paper. We mean to do the best things all the time for our friends.

AIDS TO SCHOOL DISCIPLINE.

"I say no more than truth."

—SHAK.

PLEASE to read what is said of the practical beneficial results of using our "Aids to School Discipline." It is said that the school attendance has increased more than 100,000 by their use the past year.

Your "Aids to School Discipline" recently sent me, have been used in our school, and the result is,—that the attendance has been more than doubled. A new interest has been awakened among the pupils and parents; and there has been no tardiness since I began their use.

Please to send another set by first mail and oblige,

Yours very truly,

A. L. A.

See how to get them free—coupon order on page 9.

ROBERT BROWNING.

"His greatest thoughts, like sturdy ships,
Keep their majestic course,
Bearing above the waves of Time,
Dramatic fire and lyric force.

And Fame, beside his new-made grave
Bends with uncovered head,
To lift his genius from the dust
Of the world's deathless dead!"

The teachers should never undertake anything but what they can carry through.

If you have a
COLD or COUGH,
acute or leading to
CONSUMPTION,
SCOTT'S
EMULSION

OF PURE COD LIVER OIL
AND HYPOPHOSPHITES
OF LIME AND SODA

IS SURE CURE FOR IT.

This preparation contains the stimulating properties of the Hypophosphites and fine Norwegian Cod Liver Oil. Used by physicians all the world over. It is as palatable as milk. Three times as efficacious as plain Cod Liver Oil. A perfect Emulsion, better than all others made. For all forms of Wasting Diseases, Bronchitis,

CONSUMPTION,
Scrofula, and as a Flesh Producer there is nothing like SCOTT'S EMULSION. It is sold by all Druggists. Let no one by profuse explanation or impudent entreaty induce you to accept a substitute.

TEXAS

EDITION

American Journal of Education.

\$1.50 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors
J. B. MERWIN..... }

We shall send *entirely free*, postage paid for one year the weekly edition of the *Galveston News* or the *Austin Statesman*, or the *New York World*, fifty-two copies to every new subscriber to the "American Journal of Education," or to any old subscriber who renews his or her subscription for another year. See coupon order on page 9. It is an admitted fact that when the teachers of Missouri wisely and zealously put more than **one hundred and fifty thousand copies** of this Journal into circulation the report of the Superintendent of Public Instruction for Missouri showed an average increase of teachers' wages of 19.62. Of course it was not claimed that all this was due to the Journal—but that it was an active and prompt and the principal factor in securing this **desired result**, no intelligent person will deny.

You see you get three or four times more reading matter with this combination than is given by any other Educational Journal in the United States, and that too of just the kind of reading our teachers most need.

STRENGTHEN the good all the time in your school district and among your patrons and pupils. Fill the mind and the time with good things, until goodness becomes the settled habit of thought and expression and action.

LET us hear the best of the good and only the good of the best of our friends.

YOUR friends will thank you for calling their attention to our premium offers on page 9, so that they too can secure our very liberal premiums now, while we are able to furnish so much reading matter with the JOURNAL for \$1.50. Better send 10cts. to register the illuminated, illustrated writing tablets.

New light is kindling by the work our teachers are doing in every neighborhood. This light flashing out from reading circle to reading circle, from school to school, promises a glorious illumination among and for the people, giving them more intelligence and power—and power expands in all directions too.

THERE must have been some motive for this infamous job, put up by Sheldon and his "tool" President Canfield on the N. E. A. at St. Paul. There is at the bottom of such a crime as this either a very powerful reason or a great folly. What was it but an effort to secure the "boodle" Sheldon brags of "squeezing" out of the "school marm" of the country to the extent of \$30,000.

Modestly, humbly but firmly, after a careful study of the situation, take the responsibility and go forward in your career, relying upon yourself, and then you will not only lead, but achieve victory.

Let us in the school calculate results with perseverance, so as to insure success at every step.

Napoleon wrought his wonderful work by having a map spread out at night in his apartment, or on the floor of his tent to consult when any new idea or combination came into his mind.

Do our teachers thus work and consult as to plans for success? Would they not achieve a thousand victories, where now we see indecision and defeat, if this was done?

Maps were the invariable companion of Napoleon in all his campaigns and Napoleon's victories all put together could not be compared with the campaign of the teachers of these common schools. Napoleon won more glory, but he died an exile on a lonely island. The teachers win permanent power, and live forever in the grateful memory of the souls they have instructed and made strong and righteous.

WASN'T HE A DAISY?

"Nay, he's a flower,
In faith, a very daisy."
—SHAK.

[For the AMERICAN JOURNAL OF EDUCATION.]

By R. M. Gannon, San Felipe, Tex.

A stingy old farmer went out to sow;
He would not buy a plough nor a hoe;
And of course his crops refused to grow;
But wasn't he a daisy?

A carpenter went to build him a home;
He had no hammer nor saw of his own;
So he tried to build with his hands alone;
Oh! wasn't he a daisy?

A shoemaker bargained to make some shoes;
He had no last nor awl to use;
So all his customers he did lose;
And wasn't he a daisy?

A teacher tried to teach the chaps;
He had no globe, no charts, no maps;
And the learning he gave was nothing but raps.
Now, wasn't he a daisy?

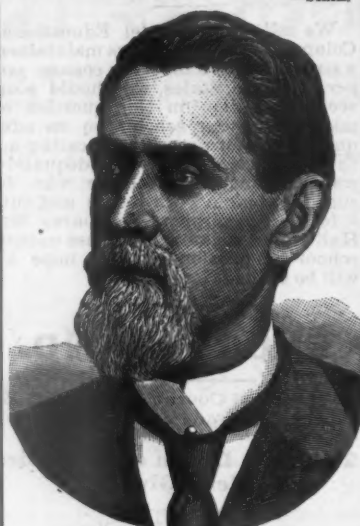
The School Board built a school house neat,
But it had no desk, and it had no seat;
So the children had to stand on their feet.
Consistency, thou art a — daisy.

RIGHTEOUSNESS, equity; these are the two aspects of the law of love and of God. He would have us here exhibit the first aspect in the world of matter and of the body; He will show us the second in the world of souls.

It is here, a present, a growing menace, this *illiteracy*, with its helplessness, vice and crime. We cannot, therefore, without grave imprudence, neglect or ignore it. In ignorance these States weigh upon us; intelligent and strong they support us. They are our members; we cannot amputate it, it must be tended and cured. Ignorance is a gangrene. Woe betide us if we let it grow worse; it will spread upon us. Our blood is largely mixed with their blood through all the States. Commerce is simply a ligature, efficacious only for a time.

ALABAMA.

"A theme of honor and renown,
A spur to valient and magnanimous deeds."
—SHAK.



HON. JOHN G. HARRIS.

We glean from the *Educational Exchange* some interesting and valuable items in regard to the Hon. John Gideon Harris, State Superintendent of Education of Alabama.

On the 1st of December, 1890, as the successor of the Hon. Solomon Palmer, Hon. J. G. Harris qualified as State Superintendent.

He is a native of the State, and his education was for the most part obtained under the celebrated Professor Henry Tutwiler at Green Springs, Ala.

In 1858 he received his diploma in law from the Cumberland University at Lebanon, Tenn. Previously he had taught school for five years. The money needed in securing his education was earned by himself, and when he graduated he did not possess a dollar. As a business man he has been a success, and as a lawyer he was noted as an advocate.

He practiced law in Sumter county, Alabama, from the end of the war until March, 1886, at which time he was appointed Register of the United States Land Office at Montgomery. The wisdom of President Cleveland in this appointment is manifest in the able and faithful manner in which the duties of this important office were discharged. As a Christian gentleman, Major Harris is known at home and abroad. He has long been connected with the Baptist Church, and was for several years editor of the *Alabama Baptist*, a religious paper now published in Montgomery. In that position he proved to be an instructive, pleasing and forcible writer. In June, 1890, Major Harris was elected President of the great International Sunday School Convention, which held its meeting in Pittsburg, Pa. This was a high tribute to his Christian character and executive ability. At this meeting he presided with dignity, and proved himself an able parliamentarian.

His election to the State Superintendency of Alabama was another source of gratification to his many friends, and with such a record the teachers of Alabama and the whole country may well believe that they

have an able, progressive, great educational leader, in Maj. J. G. Harris.

Our teachers begin to realize not only the necessity, but the potency and power of this element of friendly, able leadership in their work. The fact is, that these four hundred thousand teachers in the United States; North, South, East and West are brothers and sisters, without knowing each other in person; they are kindred souls, working to bring light and to give power to the people—each in their separate place and way and sphere—but their combined work is redemption; it is prophecy; it is history; it is salvation.

It is for this reason the AMERICAN JOURNAL OF EDUCATION inaugurated this movement to give some recognition to those who, by their special endowments and qualifications, have risen to eminence. In all other spheres of effort this recognition is given even to persons far less worthy.

We are properly and naturally drawn to those whose superiority we feel; a kind of instinct reveals to us the truth which we are endeavoring to establish; we perceive in this superiority what we are destined to become ourselves.

Certainly to the influence of example, and to the confidence which springs from the presence of such permanent help, a new and powerful emulation, springing from our desire to be united with those we love, will give nobleness to sentiment and confidence to action.

There are thousands of these uncrowned kings and queens doing faithful work in the ranks of our teachers in all the States who welcome such leadership.

Through the opening of this intellectual horizon, dawning now upon the people, by virtue of the work such leaders and teachers are doing, what infinite combinations for good take form. How much life is to be enlarged; how happiness is to be increased; insight and outlight and foresight is to be given—and all are to be uplifted. Poetry, philosophy and righteousness are to take the place of ignorance, stupidity and selfishness. In all this work and in all these triumphs we are to share—all the grand phalanx of the four hundred thousand teachers of the United State march to victory.

We hope our teachers enter upon their great work everywhere with faith, with patience, and above all, in the spirit of love.

"For love's a virtue for heroes
As white as the snow on high hills,
And immortal as every great soul is,
That struggles, endures and fulfills."

When our teachers learn through this instrumentality and that of the local press to cultivate a community of understanding and agreement—a harmony of policy and procedure—no political organization can stand against or thwart the united effort of 400,000 such leaders.

THE BASIS OF KNOWLEDGE.

Look over the propositions made in our subscription coupon order on page 9. We will send you, entirely free, any *Weekly State Paper* mentioned, in the United States, post paid, fifty-two copies, and THE AMERICAN JOURNAL OF EDUCATION, one year for \$1.50, or the weekly *New York World*, fifty-

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TO J. B. MERWIN—*Managing Editor AMERICAN JOURNAL OF EDUCATION*, 1120 Pine Street, St. Louis, Mo.

DEAR SIR—I wish to avail myself of the above offer at once. Enclosed I send you \$1.50 by money order or registered letter. Please send AMERICAN JOURNAL OF EDUCATION one year and *..... by mail, post paid, to

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OUR teachers need a little more familiarity with the genius of business; need a little more foresight into the future, a little more fertility of expedients and affability of manners. They need contact with the outside world more. They get all this in our premiums.

They can be had *now* with a globe, black-boards and a set of reading charts for such a trifling expense, when the great advantage they give to every child is taken into consideration—together with the time saved—

HOW TO DO IT.

**"I give it you
In earnest of a further benefit."**

—SHAK.

Respectfully,

RACHEL N. S."

Of course every school can secure the funds with which to purchase these needed "tools to work with in the school room," easily, by giving an entertainment as Miss Schneider did and so have them to use without any more delay.

Dickens' complete works sent you free, post paid. One dozen Illuminated Cover Writing Tablets sent you free post paid. See coupon order, page 9.

By the use of our "Aids to School Discipline" teachers soon double the attendance of pupils. These Aids interest pupils and parents alike, in the work done in the school-room—they prevent tardiness and absence.

Those who have used them and so, thoroughly tested them, say that they not only discipline the school, but so far have more than doubled the attendance.

Address, with stamp, for samples and circulars, The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.

If You Have

No appetite, Indigestion, Flatulence, Sick Headache, "all run down," losing flesh, you will find

Tutt's Pills

the remedy you need. They tone up the weak stomach and build up the flagging energies. Sufferers from mental or physical overwork will find relief from them. Nicely sugar coated.

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ILLINOIS

EDITION

American Journal of Education

\$1.50 per year in advance.

E. N. ANDREWS, Chicago..... } Editors
J. B. MERWIN

We shall send *entirely free*, postage paid, for one year, the weekly edition of the *Arkansas Democrat*, or the weekly edition of the *New York World* fifty-two copies to every new subscriber of the "American Journal of Education," or to any old subscriber who renews his or her subscription for another year. See coupon order on page 9. It is an admitted fact that when the teachers of Missouri wisely and zealously put more than **one hundred and fifty thousand copies** of this JOURNAL into circulation the report of the Superintendent of Public Instruction for Missouri **showed an average increase of teachers' wages of 19.62**. Of course it was not claimed that all this was due to the **Journal**—but that it was an active and prompt and the principal factor in securing this **desired result**, no intelligent person will deny.

You see you get three or four times more reading matter with this combination than is given by any other Educational Journal in the United States. Take your choice on page 9.

THE UNIVERSITY OF CHICAGO sends out its "Official Bulletin No. 1," under date of January, 1891.

It is expected that this new institution will be open to receive students in October, 1892. The charter provides that the president and two-thirds of the trustees shall be members of regular Baptist churches. Otherwise, no special religious requirements are to be made.

John D. Rockefeller has contributed \$1,600,000 to the endowment fund, and other subscriptions amounting to \$800,000 have also been made.

The site chosen for the building is on the lake front, between the two South Parks of Chicago.

Professor William R. Harper, of Yale University, has been unanimously elected President of the new institution.

The prospects for the *University of Chicago* would seem to be very flattering. Whether the expenditure of so much money in the attempt to establish still another "University" in America is really better than would be the addition of the same sum to the endowment of one or the other of the high grade institutions already in existence, time must be allowed to prove.

The teacher marches with victory triumphant, and a victorious army, into the realm of darkness, and becomes a conqueror by the light of his own work.

WASHINGTON.

"When thou wilt haply see
Some rare note-worthy object in thy travel."
—SHAK.

We are glad to observe that the Eastern teachers have been visiting Washington, D. C., in large numbers the past season.

They have been doing a *wise* thing in thus looking over and into the Capitol of the United States. We venture to say that more of real, practical value can be learned by a few days spent in Washington, than by years of reading and study about Washington, at a distance.

The Capitol Building of the United States, pictures of which are seen in most of our geographies and histories, but which convey a very inadequate impression of its magnificence, stands like that of Ancient Rome upon a hill. The view from the dome is pronounced by all travelers to be one of the grandest in the world. The structure consists of a main building and two wings connected by corridors, upon which has been expended over \$15,000,000. The Capitol is 751 feet 4 inches long, with a depth of 324 feet, including the steps of the extensions. We think if our teachers would write to Mr. Charles O. Scull, of Baltimore, Md., he would mail them a copy of the "Guide to Washington," issued by the Baltimore & Ohio Railroad Co.

We do not know of any other work containing in so small a compass so much valuable information.

You get here, or in this, just the points one would wish to know in visiting the Capitol. You get more than this. You get a fine map of the city also, showing you the location of all the principal buildings besides the Capitol.

When you go East this season, be sure to arrange to spend some time in Washington.

The trip from St. Louis is now made so cheaply and expeditiously via the Ohio & Mississippi and the Baltimore & Ohio Railroads, without change of cars, that this route is of itself a delightful and profitable study of practical geography and history at the same time. Of course, you should arrange it so as to go over the mountains by *day light*. Those who have been so fortunate as to cross the Alleghenies on the Baltimore and Ohio by daylight need not be told that there is no line of railroad in this country, if, indeed, in the world, that can be compared to it for variety of mountain scenery. The fact that it is known far and wide as the "Picturesque Line of America" is but a proof of the distinction which is unquestionably its due. Those who are strangers to the comforts, conveniences and enjoyments of the Baltimore & Ohio road can have no conception of them except by actual experience; as the the fastest trains in America scheduled for passenger traffic are run via the Baltimore & Ohio railroad.

The distance, for instance, between the City of Baltimore and the City of Washington is 40 miles. This distance in run in 45 minutes.

Another point generally overlooked is that the distance from St. Louis, via the Baltimore and Ohio Railroad, to the nearest seaport is 260 miles less than by any other route. So this line or route is 262 miles the nearest to the seaport from Louisville, 225 miles the nearest from Cincinnati, 156 miles the nearest from Chicago and 117 miles the nearest from Pittsburgh. These advantages of distance over those to New York come to be of great significance in both the passenger and the freight traffic of the country.

The Baltimore & Ohio Railroad, you know, now has, for all the practical purposes of passenger traffic, terminals, virtually by the Ohio & Mississippi Railroad, at St. Louis as well as at Chicago. At Chicago, as well as at Cincinnati and St. Louis, sharp and close connections are made with all trains and all routes leading to the West, North-west and South-west.

ONLY those who would deceive the people and rule them and use them for their own selfish advantage wish to keep them in ignorance.

THE EXHIBIT.

"For now sits Expectation in the air."
—SHAK.

In the report of the committee on the subject of an educational exhibit at the World's Columbian Exposition, made at the annual meeting of the Department of Superintendents, held in New York, February 18 and 19, the following language was used:

1. "That there be provided for the educational exhibit a separate building, ample in size and suitably arranged for the purpose, and that the building be early provided for by those who may be intrusted with the management of the Exposition; provided that the plan of separate buildings for the leading departments be adopted:

2. That the organization and immediate direction of the educational exhibit be intrusted to the United States Commissioner of Education, assisted by several associate commissioners, wisely selected, and each having the more special charge of a department of the exhibit; and that the head of the department of each state be made an advisory committee for said state.

3. That in the organization of the exhibit, provision be made for representation of the public-school system of each state, the territories, and the District of Columbia, and also the schools supported by the general government; and that, for the purpose of intelligent comparison and study, the exhibit of the several states in their most important features, be prepared on a uniform plan prescribed by the Commissioner of Education.

In addition to the exhibits of the several states, provision should be made for the representation of the

educational work of the country as a whole; and if possible, this exhibit should include every grade of school for general education, from the kindergarten to the university, and also of all classes of institutions for special education."

This report is eminently sound on the *first* and *most* important questions to be considered, bearing on the educational exhibit, the *first paragraph* of which we desire specially to emphasize at this writing.

The *vital question* is, shall we have a perfect national exhibit, a complete, whole, and organized representation of American education as it exists in the United States, or shall we have an *unorganized*, imperfect, scattering representation by states of such educational work as the necessarily tardy and uncertain separate action of the several states may bring forth. Shall we have a typical national exhibit under *one roof*, where it may be examined by the millions who attend the great exposition, or separate state exhibits under many roofs, where it would not be examined by visitors, if for no other reason, because of the great difficulty encountered in finding the isolated parts—scattered over an area of several hundred acres.

Shall we have a *national exhibit*, or state exhibits, which, however perfectly presented in themselves, would give no national idea. Hon. James H. Canfield, of Kansas, in his very able paper on the subject, says: "A state exhibit is a good advertisement for the state, but not necessarily very valuable in other directions." Hon. Henry Sabin, State Superintendent Public Instruction for Iowa, says: "If the exhibit is to assume a national prominence, it should be arranged as a whole, and not as so many distinctive parts. It should be an exponent of the educational work of the nation, and not of the states."

State pride is well enough in its place, and state exhibits will and ought to be made at the World's Fair in those departments which pertain to the *special resources* of a state, but no one expects a *state art exhibit*. "Art" is common to all the states. No state can lay claim to "special resources" in education, though there be great diversity among the states with regard to present advancement in education as in art.

The national advancement in education as a whole is what ought to be shown at the Columbian Exposition. Its *universality* will prove to be one of the most commendable features.

This is the first question to be determined, and when announced publicly that the *one separate, great separate building* for the educational exhibit is in process of construction, the inspiration will ramify every school house in America.

J. M.

LOUISIANA

EDITION

American Journal of Education.

\$1.50 per year in advance.

HENRY E. CHAMBERS,
New Orleans..... } Editors
J. B. MERWIN, St. Louis..... }

We shall send *entirely free*, postage paid for one year, the weekly edition of the *New Orleans Times-Democrat*, or the weekly edition of the *New York World*, fifty-two copies to every new subscriber of the AMERICAN JOURNAL OF EDUCATION, or to any old subscriber who renews his or her subscription for another year. See coupon order on page 9. It is an admitted fact that when the teachers of Missouri wisely and zealously put more than **one hundred and fifty thousand copies** of this JOURNAL into circulation the report of the Superintendent of Public Instruction for Missouri **showed an average increase of teachers' wages of 19.62**. Of course it was not claimed that all this was due to the **Journal**—but that it was an active and prompt and the principal factor in securing this **desired result**, no intelligent person will deny.

You see you get three or four times more reading matter with this combination than is given by any other Educational Journal of the United States, as only the *best* matter by the ablest writers is selected for the great weekly paper.

"TOOLS TO WORK WITH."

"If you use them,
Then their work is great."
—SHAK.

MR. WM. SWEETSER writes as follows:

The "tools to work with" in the school room, which we purchased from you, since we have put them into use in the school—the maps, the new eight inch globe and charts, have created a revolution in the interest in our school in this community.

The attendance has increased more than **one hundred per cent**.

The children went home so enthusiastic over the reading and geography lessons that they induced others to return to school, who had gone to work on the farm.

The parents visit us to hear their children read, "just as they talk," and to see them point out and describe all the important places about which they read in the newspapers and locate them on the maps.

The conquest of intellect and order is illustrated by the work of our common schools, producing not only peace but prosperity and power for the people everywhere.

Intelligence, progress and education are never vanquished.

The teacher is always inspired with brilliant hopes and gorgeous dreams, but the reality of his work outshines the wildest dreams, and outlasts all other efforts.

A word of appreciation and approval of the work our teachers are doing for the children and the people too, is as easily uttered as a mean innuendo, and it is infinitely more helpful to our brother or sister and better for ourselves.

They are doing much, more than the popular voice credits them with doing. More, even, than they themselves know or dream, to help the people to intelligence, prosperity and power.

We believe that the methods by which improvements in the schools and among our teachers can be best realized is by *affirming* more than by *denying* the good they do, by presenting truth and making it attractive, more than by exposing errors and reproving those who commit them; by commending what is good and pointing to a higher good, more than by condemning what is bad and pointing to ruin. This is the *creed* we have practiced in the AMERICAN JOURNAL OF EDUCATION for twenty-four years.

Is it not time for our teachers and school officers to have a conference, so as to begin in *all* the States to organize a friendly, systematic effort to secure larger estimates and so insure for the children longer school terms. The pupils and the people, too, need more education, and a more intelligent and non-partizan interest in all these great questions of public improvement.

If the funds are not sufficient to run the schools *nine months* during the year, so as to give all a chance to attend school and to insure a minimum salary of \$50 per month, then let them petition for this. If we do not spend the money which belongs to the people, for schools, the politicians will spend it for merely partizan purposes. Intelligence and the power which it gives the people is of vastly more importance than the triumph of any party organization.

It is a golden vision of glory and power for his pupil which inspires the teacher in his work, and not the gold that glitters as a reward.

You need courage to measure the length, and the breadth and the height and the depth of the mind of your pupils, and if there is indecision and chaos, out of it, organize victory and success.

How easy for the victorious soul to arouse all with whom it comes in contact to the loftiest pitch of enthusiasm.

THE FRISCO LINE.

Is the popular route from Western Kansas to all points in Southern Kansas, Southwestern Missouri, Arkansas, Indian Territory and Texas. For particulars, address nearest Ticket Agent of the Frisco Line or D. Wishart, General Passenger Agent, St. Louis, Mo.

A STRONG APPEAL.

"Indeed, it's true."

—SHAK.

ABOUT one hundred and fifty of the leading educators of Illinois signed the following appeal to School Directors: "The undersigned, County Superintendent and Teachers of Illinois, call the attention of school directors to the *great need* of furnishing *every* school with plenty of **GOOD BLACKBOARDS**, all around the room; **AN UNABRIDGED DICTIONARY**; **A SET OF OUTLINE MAPS**, and **A GOOD GLOBE**.

These tools are to the teacher what the *sledge-hammer* is to the blacksmith,—the saw to the carpenter, the ax to the woodman, or the plow to the farmer.

Therefore, no district, however poor can afford to do without these necessary helps.

With *Blackboards*, *Outline Maps*, and a *Globe*, any teacher can do from two to ten times as much work in quantity, and tenfold *better* work in quality.

The immediate use of these much-needed implements can not be too strongly urged upon *all* school officers and teachers, because they are as essential to the success and prosperity of the school as the desks and seats in the school house.

Reason demands these implements in the school-room as potently as necessity calls for the axe, the plow and the hoe upon the farm.

These things are not only invaluable, but are *absolutely necessary* to the success of every school.

In fact the school law says (Sec. 43 and 48), that directors *shall* provide the necessary articles for all schools."

This is a wise, timely and profitable provision of the school-law, too.

THE wisest teachers say and insist upon it that geography, by the use of maps, and history should be studied together.

Geography is place.

History is events.

Events without place are merely stories. Place without events is simply emptiness. Events imply places, but place alone means nothing.

History includes geography, and when well and properly taught, gives the best and most lasting knowledge to the latter study. Geography, pursued by itself, is one of the most sterile of studies. It affords little mental exercise save to the memory, and upon that it takes no lasting hold. Anyone will be convinced of this who attempts to recall the geography lessons learned in childhood, or even five years ago.

Let geography and history be studied together with the constant use of maps.

WHAT a mighty and a rare blessedness fills the heart of the real teacher as they see pupils flower out into beauty, strength and power—not stopping where they stop, but rising ever higher to pour floods of sunshine into all the valleys below them.



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J. B. MERWIN,

Manufacturer and Dealer in School Supplies,

COLUMBIA, Mo., Sept. 5th.

704 Chestnut Street, St. Louis, Mo.

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Please send me as soon as possible, **TWENTY-FIVE** Yards more of your **SLATED PAPER** for Blackboards. The increase in the number of my pupils demands more **BLACKBOARD** area. I make the above statement to let you know that I am not buying now to replace the old—as that which I purchased of you five years ago is still in **VERY EXCELLENT CONDITION**. In fact, after giving it the test of *constant use* for a term of years, I unhesitatingly pronounce it **SUPERIOR** to any **BLACKBOARD SURFACE** I have tried—unless it be your **LIQUID SLATING** on a hard finished wall. Send also your best **Crayons** in usual quantity.

Yours Truly,

R. P. RIDER,

President Stephen's College,

Columbia, Mo.

We send this *Slated Paper*, thus *Strongly Endorsed* after being so thoroughly tested for years, **POST PAID** by mail at \$1.00 per yard up to five yards.

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MISSISSIPPI

EDITION

American Journal of Education.

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J. W. MARTIN, Jackson. } Editors.
J. B. MERWIN, St. Louis. }

We are made stronger for all the work of life in any and all directions, when we are crowded to the very limit of our capacity, rather than when we accomplish with a half won, undecided effort, the work we have aid out.

We ought to do such work day by day in the school, that the pupils themselves will hail us as a victor at night. That will make the next day's effort more victorious.

We are to use every power of the mind, not only with skill, but with industry every day, if we mean to be victorious.

These teachers are not recreant to the calls of humanity. Their work is not mere impulse, but a quenchless flame living in the heart, a vital principle vastly more than a transient spark of sentimentality.

TAKE away the sword. States can be saved without it. Plant the school and a free press everywhere.

THE grand and impressive agency of "the common school," with its large and permanent results extending to all, or rather, bringing all within the sphere of human knowledge, thus perpetuating the empire of virtue, of thought, of righteous action—it is this work done—and which is well done by our teachers, that make new epochs—help the accession of new dynasties of thought and strikes a grander hour on the great dial of time.

GENIUS, which with its wonderful works and revelations, breaks in upon us like a holy festival, cannot be learned, cannot be taught, cannot be overcome; but it can, if we are wise, be appreciated, for it overcomes time, sex and environment and every difficulty, and shines like a star on the forehead of a people.

It is only a child—the teacher adds mind-power for this life, soul-power for a celestial existence—the key of truth that opens to immortal life. Such work transcends all other work in this world.

In this country each man ought to have a farm and each farm a man. We should thus increase the wealth and all the higher social products a thousand fold.

America can sustain, with an intelligent, Christian citizenship, three hundred millions of people, instead of 62 or 65 millions.

THE NEW CAMPAIGN.

"Sacred and sweet was all I saw in her."
—SHAK.

SWEETNESS AND LIGHT.

I look back to the old "Red School-house" of my boyhood days, in a country district. It had no school-yard of its own. What need of any when the children had the run of a broad highway and a still broader turnpike road, roads that extended and branched all over New England. It did not stand on the road, no, one side was in the line of neighbor Williams' fence, and the school-house stood or sat in his field, not occupying a square foot more than necessary, and carrying a perpetual apology for being just there at all, only because it had been put there, and could not get away, and did not mean to intrude, and did not know where else to go, poor thing! The "red school-house," one teacher came and left, then another and another, men and women, good, better, best.

As to "sweetness and light," we had it always and abundance of it with dear Miss Lloyd, one of the best, all love and lore, all patience and sympathy, all hope and trust, all wisdom and prudence, all firmness and tenderness together, planning new methods and exercises, varying all by her originality and personal ways, helping our plays at noon-spell, and play-time, advising us with all motherly goodness. How we all loved her.

The school was full of the charms of a church, and music hall and lecture room and circus. It was "all in all" where we loved to go early and stay long, where we loved to learn because the teacher furnished the light and herself was the sweet attraction to study.

Fellow-teacher, make yourself as much to your young, helpless, truthful, loving children, as Miss Lloyd was to us country children in the road-side school-house.

L. W. HART.

In every child there is a large person waiting, a giant, waiting for the highest or the lowest. Can we afford the latter?

WHAT might not fair training do for this child, for these children? Have you vision clear enough and wide enough to trace out the results of the neglect of right and fair and full training. Taxes to train you must pay. Shall you pay to save, or neglect and then lose the child and pay too. There is a best way.

POOR Burns, he had the wild hill-side, toll, poverty, tempests, temptation and plow-handles for his school-masters, yet how sweetly he sang, and the echoes have not yet died away. How can we afford to let such sweet singers suffer and die thus, they are too precious to be neglected. In every troop of boys we might find one if we had eyes and a heart to see.

MEMORY

Copyright 1896 by Samuel Downes

BISHOP JOHN E. VINCENT, Chancellor of the Chautauqua Literary and Scientific Circle, writes:

"I fully endorse your system as sound in philosophy, and practical to the highest degree."

REV. JESSE L. HURLBUT, D. D., Principal of the Chautauqua Literary and Scientific Circle, writes:

"I have been working on your plan and have committed to memory five of St. Paul's epistles—Ephesians, Philippians, Colossians, First and Second Timothy. All of these I can now repeat and often do repeat. I find that I can now commit seven or eight verses in less time than two verses would require when I began."

SUPR. E. W. WEAVER, Secretary of the "Library of Education," Cincinnati, writes:

"The simplicity of the method and helpfulness of its suggestions are wonderful. It should be read and studied by every teacher."

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JAS. P. DOWNS, Publisher, Room E, 243 Broadway, New York.

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THERE must be cultivated in our schools all the time a well balanced understanding, sound common sense, an all-sided—not a one-sided—view of subjects, men and measures, and above all a love for and a constant effort in the direction of human happiness—that is, something outside of and beyond the formulas of the textbooks. These latter are only a means not an end.

INTELLIGENCE and Christian civilization in this 19th century ought to be able to arbitrate all differences so that there should be "reciprocity" instead of a bath of blood for two nations before a dispute could be settled.

LET the great ideal of art, to unite dignity with wisdom, intelligence and repose, be the ideal to which every teacher trains his pupils in all our schools.

THE teacher should have at heart no work for his pupil so much as love, for this work of teaching itself.

THE N. E. A. is simply an organized "ring" for plunder on the part of the moral dwarf, Sheldon, for his own benefit until every paying member is made eligible to the position of officer and director. As it is now seen, "all of its affairs are necessarily in the hands of its officers and committees," and these "officers" and committees can only be appointed "from their own number." The self-electing, self-perpetuating cabal have the impudence to call themselves the N. E. A. Look at their conduct at St. Paul. Sheldon and Canfield are a "tumor" on its body. A surgeon is weak if he has pity for a growing tumor.

OUR work as teachers will never be ended while there are thoughts to be expressed, ideas to be agitated, or darkness and ignorance to be illuminated and abolished.

THE teachers not only need the searching glance to unravel everything, but he needs the power and the courage to give expression to the loftiest ideals of Christian citizenship and to work for its realization. This is what "teaching" means.

THE "dents" so constantly repeated and reiterated in our so-called school journals form a deadening, fatal, repulsive atmosphere in the school-room and in character. It is what we do and inspire others to do, effectively and righteously that wins and insures success. Let us relegate the "dents" to the oblivion they deserve.

THIS scheme of universal instruction developed and consummated in the common schools of the country should be crowded with men and women of the highest order, of intellect and character as instructors. Is the compensation given adequate to secure this? If not provision should be made without delay to make it so.

THIS JOURNAL has done something for the 400,000 teachers of the United States in its history during twenty-four years. Read Dr. Harris' official statement of increase in school attendance and in the expenditures made to maintain the schools in the section of country where the AMERICAN JOURNAL OF EDUCATION has been most largely circulated.

INTELLIGENCE, liberty and religion are the permanent elements in organizing society and the support of justice. Our schools inculcate all these constantly and so secure the permanent triumph of a new and a better christian civilization. Our schools enoble the people everywhere because they give them a consciousness of their strength and their power and help them to separate truth which is divine from passion, which is ephemeral.

YES, the universal testimony of those who are using our "Aids to School Discipline" is, that their use more than doubles both the attendance and interest of pupils. This testimony multiplies every day too, as "Our Aids" are more extensively used.

Address, with stamp, for samples and circulars, The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.

WE are able, this year, with all this abundance and prosperity, to make the school terms longer, and to compensate our teachers up to a minimum of at least \$50 per month, in all the States. We ought also to keep the schools open eight or nine months out of the twelve. This is our platform.

WASHINGTON

D. C.
EDITION
American Journal of Education
AND NATIONAL EDUCATOR.
\$1.50 per year in advance.

JERIAH BONHAM, Washington, D.C. } Editors
J. E. MERWIN, St. Louis.

ONE may possess great learning but if they are slow of recollection and what is known cannot be stated when the occasion demands, it will not of course avail, either for the requirements of polite society or for the urgent demands of modern business. We say to all, cultivate your memory, anxiously and continuously.

THE teacher must be something more now-a-days than a mere plaster cast creature. There must be individuality, vigor, character to insure success and victory. We work for this.

ARBOR DAY.

"Then was I as a tree, whose boughs did bend with fruit."—SHAK.

THE President of the State Board of Agriculture of Missouri makes a valuable and timely suggestion to State Superintendent Wolfe and to the State Superintendents of other states also, in asking that the horticultural societies and horticulturists generally be invited to unite with the schools in celebrating "Arbor Day."

We certainly think the suggestion to be timely and proper—it will give the children the benefit of the study and experience of those interested in horticulture, and perhaps be the means of selecting, saving and cultivating the trees planted on this interesting occasion.

Here are some items of interest in regard to the age of some old trees. These boys and girls who plant trees on these "Arbor day festivals" cast a long shadow ahead, it would seem.

Prof. Abbott estimates the age of the Woodbridge oak at about 2,000 years. During the Revolutionary War, Lafayette and his army rested under its limbs. Its remains are now in the form of seats for the Quin-nipiac Club. We do not know that anybody in all the world cares who the Quin-nipiac Club may be, but we revered the Woodbridge oak. An oak in Marion county, Fla., is reported as measuring over ten feet in diameter and spreading its branches over a diameter of 188 feet. A California sequoia, felled in Calaveras county, had a diameter of fifteen feet at the height of 125 feet above the earth. The German forestry report makes the maximum age of European forests to be not above 800 years, except in rare cases. The pine is stated to reach 500 to 700 years; the silver fir attains an age frequently of over 400 years. The birch stops at 200 and the red birch at about 250 years. Oaks

begin to decay at the heart when about 300 years old, the holly oak excepted, which goes on to above 400. Scotch firs are known to live from two to three hundred years. The sequoias however, are estimated to have covered 3000 years.

Here, too, are a couple of gems from the beautiful and timely "Arbor Day Manual," by Charles R. Skinner, Deputy Superintendent of Public Instruction, State of New York, a *complete guide for all kinds of Arbor Day Exercises*. This book is a marvelous compilation of prose and poetry, on this subject and supplies enough fresh material for several years.

WHAT IS OUR DUTY.

"What is our duty here? To tend
From good to better—thence to best;
Grateful to drink life's cup—then bend
Unmurmuring to our bed of rest;
To pluck the flowers that round us blow,
Scattering our fragrance as we go.
And so to live that when the sun
Of our existence sinks in night,
Memorials sweet of mercies done
May shine our names in memories' light,
And the best seeds we scattered bloom
An hundred fold in days to come."

This, too, is a fine specimen of a recitation, from the "Arbor Day Exercises," entitled,

NATURE'S TEMPLE.

"Talk not of temples—there is one built without
hands to mankind given;
Its lamps are the meridian sun and all the stars
of heaven.
Its walls are the cerulean sky, its floors the earth,
serene and fair,
The dome is vast immensity—all Nature worships
there."

The Alps arrayed in stainless snow, the Andean
ranges yet untrod,
At sunrise and at sunset glow like altar-fires to
God.
A thousand fierce volcanoes blaze as if with hal-
lowed victims rare;
And thunder lifts its voice in praise—all Nature
worships there."

The cedar and the mountain pine, the willow on
the fountain's brim,
The tulip and the eglantine, in reverence bend to
Him;
The songbirds pour their sweetest lays, from tower
and tree and middle air,
The rushing river murmurs praise—all Nature
worships there."

If the members of the N. E. A. had fully realized the infamy of Sheldon and Canfield in their assassination of free speech and the rights of appeal, at St. Paul, they would have shrunk with horror from them as if they had no sense of right, no humanity, or shape, or name.

WILL not the automatical movements of the self-elected "little tin gods" astonish Canada, at Toronto? Will it not be an interesting and a sublime spectacle to see Sheldon pull the string and the "Jumping Jacks" perform, until Sheldon "votes" to retire them again. Who would not "pay" to see such a performance.

We must in our work in the school have mind enough not only to manage our own circle, but to know everything and all that is expressed and expected in the work that we are doing.

The teacher must be so brave in his work as to encourage himself as well as his pupil.

THE more than four hundred thousand teachers in the public and private schools of the United States are all at work for one and the same object, to help make a better, nobler, productive, Christian, citizenship for this people—giving them more intelligence and by this work, giving them more power. The people and the tax payers begin to understand better the value and importance of this work and are ready to sustain it on a broad progressive, generous basis.

THE North Carolina Teacher for February says: "It will give great pleasure to the teachers of North Carolina to know that Hon. Wm. T. Harris, L. L. D., United States Commissioner of Education, has accepted our invitation to be present at Morehead City during the coming session of the Assembly. The address by this, the most distinguished educator in America, will be indeed a rare and greatly appreciated intellectual feast."

THE ANGELUS BELL.

"The bell invites me." SHAK.

The Angelus is a prayer to the Virgin, introduced by Pope Urban II. in 1095, as an intercession for the absent crusaders. It begins with the words, *Angelus Domini nuntiavit Mariae*.—The Angel of the Lord announced unto Mary. Then follows the salutation of Gabriel,—*Ave Maria*, etc. The prayer contains three verses, and each verse ends with the salutation, *Ave Maria*; and it is recited three times a day, at the ringing of the Angelus bell, so named from the first word in the prayer. After the crusades, the custom languished until, in 1827, Pope John XXIII. ordered all the faithful to recite an *Ave Maria* at each ringing of the bell. He announced an indulgence for each recitation. Other names are the "*Ave Maria Bell*," and the "*Vesper Bell*;" the latter is the name given by Byron in his paraphrase of a passage in Dante's *Purgatorio*:

"Soft hour, which wakes the wish
and melts the heart,
Or fills with love the pilgrim on his way,
As the far bell of vesper makes him start,
Seeming to weep the dying day's decay."

These religious customs are peculiarly beautiful in the lands in which they are practised, and, as the melody of a sweet-toned bell vibrates on the air, call forth the most tender sentiments of love and adoration.—From "Bells," by E. H. Goss, in *New England Magazine*.

The teacher must not cramp and limit himself, and his pupils in their work by a dead method, but by the genius and inspiration of his own victory, he will illuminate and make manifest his own success.

We are not to be governed by the circumstances in which we are placed, but we are to use circumstances to make our own place and position.

The superiority of intellect over brute force is illustrated everywhere; where these majestic plans of intellectual training are consummated and perfected.

PUBLIC SAFETY DEMANDS

That only honest and reliable medicines should be placed upon the market. It cannot, therefore, be stated too emphatically, nor repeated too often, that all who are in need of a genuine Blood-purifier should be sure and ask for

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Sarsaparilla. Your life, or that of some one near and dear to you, may depend on the use of this well-approved remedy in preference to any other preparation of similar name. It is compounded of Honduras sarsaparilla (the variety most rich in curative properties), 'stillingia, mandrake, yellow dock, and the iodides. The process of manufacture is original, skillful, scrupulously clean, and such as to secure the very best medicinal qualities of each ingredient. This medicine is not boiled nor heated, and is, therefore, not a decoction; but it is a compound extract, obtained by a method exclusively our own, of the best and most powerful alteratives, tonics, and diuretics known to pharmacy. For the last forty years, Ayer's

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has been the standard blood-purifier of the world—no other approaching it in popular confidence or universal demand. Its formula is approved by the leading physicians and druggists. Being pure and highly concentrated, it is the most economical of any possible blood medicine. Every purchaser of Sarsaparilla should insist upon having this preparation and see that each bottle bears the well-known name of

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"I came, I saw, I conquered." See coupon order on page 9.

Our teachers should be the agents of organization in every school district.

THESE great days, that come in the career of every faithful teacher, keep the memory of every day's work dear.

POOR Canfield! He was made President of the N. E. A., and as a "tool" became a despot. Canfield and the moral dwarf, Sheldon, have fallen as all others fall who outrage justice and equity for power, plunder and pelf.

THE tyranny of the "tool" President Canfield, and the moral dwarf, Sheldon, will not avail against the conjunction of both right and numbers.

OUR teachers, however humble their work, are always on the road to power, glory and victory; because intelligence triumphs.

THE avarice of Sheldon, the tyranny and injustice of the "tool," President Canfield, blaat and blacken their administration of the affairs of the N. E. A. so as to make both of them odious,

NEW BOOKS.

Hegel's Logic. A book on the Genesis of the Categories of the Mind. A critical exposition. By William T. Harris, LL.D., U. S. Commissioner of Education.

The refutation of one system of thought by another, as Hegel somewhere points out, is not the mere setting aside of the earlier system by the later. Rather the new system proves its validity, first by showing the limitations of the earlier, and secondly by supplementing it with the factors shown to be needed for its completion. That is, to rethink a system, to think beyond it, to unfold it into the wider organic unity which includes explicitly the "new" aspects now seen to have been implicit in it from the first—this is that constitutes the real process of "refutation" which has been going on incessantly from the first moment in the history of thought.

The reader who approaches Dr. Harris' book with this thought clearly formed in his mind will appreciate the fine grouping (in the first eight chapters) of the historical elements leading up to the Hegelian Logic. He will appreciate this the more as this grouping includes a summarized description of the process of Hegel's own first seizure and transference of these elements in his own mind. It is the process which Hegel himself calls his "voyage of discovery" and which he sets forth at length in his *Phenomenologie des Geistes*.

It is needless to say to the readers of this JOURNAL that in this exposition Dr. Harris has shown extraordinary vigor and acumen as a thinker. That he should handle this most difficult theme with the ease and skill of a master there are few who have not long since learned to expect as a matter of course.

What could not be anticipated is the remarkable success he has attained—we will not say in "popularizing" the Hegelian Logic, for that can never be done—but in transfusing the thought of the logic into a consistent and adequate English form. Indeed, it is not too much to say that henceforth the English speaking student, even though he may not know German, may still really know Hegel—know him well and accurately. For Dr. Harris has simplified the dialectic form, has thrown much new light into it, has in fact supplemented it where, as Hegel left it, it was obscure.

Of course the reader is not to suppose that this is a book to be read at ease of a summer holiday. It is in truth, for the beginner in philosophy, a difficult book. As Hegel has remarked, "the great man lays this burden upon the world—that it shall understand him." And with all the help that the profoundest student may give, the burden of really understanding Hegel will never prove to be a light one.

At the same time the difficulty of understanding Hegel lies in the extraordinary complexity of his thought as well as in the thorough-going organic unity of the presentation which he has given of the method which inheres necessarily in all true thought. To follow and really grasp the thought of such a thinker requires a power of sustained intellectual alertness that can be developed only through patient and prolonged training. Complaint as to the obscurity of an author often proves simply a lack of maturity on the part of the reader. Our harshest criticism may prove in the outcome to be nothing more than a humiliating confession.

As already intimated, Dr. Harris has rendered this work of Hegel into "plain English"—not primer English, it is true, but straight-forward scientific English, adequate and appropriate to the theme with which he deals.

This further remark ought to be added, that if any doubt exists in the mind of the reader as to the religious tendencies of the Hegelian philosophy, such doubt must be completely dispelled by the study of Dr. Harris' exposition.

Not pantheism, but the loftiest Christian Theism is the unequivocal outcome of this system. To quote once more from Hegel himself, "philosophy is a perpetual service of God."

The Harvard University Catalogue for 1890-91 is a volume of 444 pages. It is well worthy of study, not only on the part of young men seeking information as to the best facilities for their own education, but also on the part of those teachers in and managers of higher institutions of learning who would know the extent and variety of work that must be undertaken by a really great university.

A confederate sharp-shooter and his Kentucky mare are the chief characters in a short story told in the March *Scribner* by W. H. Woods, a Baltimore clergyman. It is entitled "A Blue-Grass Puritan."

The reading public will be interested to know that a cheap edition of James Freeman Clarke's story of the "Life and Times of Jesus" has been issued by Lee and Shepard, thus placing this remarkable narrative within the reach of all. The *Albany Journal* says the work ranks with "Ben Hur" and "The Prince of the House of David."

The Pedagogical Seminary. An International Record of Educational Literature, Institutions and Progress. Edited by G. Stanley Hall, Ph. D., LL.D., President of Clark University and temporary Professor of Psychology and Education. Vol. I, No. 1, pp. 118. \$4.00 a year, (8 numbers), \$1.50 a copy. Worcester, Mass., published by J. H. Orpha.

This new enterprise, following so closely upon the establishment of the *Educational Review*, marks a new epoch in the educational interests of the United States. In his *Journal of Psychology*, Dr. Hall had already paved the way for the accomplishment of the great task which he has here undertaken to carry out in its full extent. The task is no less a one than (1) to gather all works giving information respecting educational institutions and systems, and (2) to furnish careful digests of these. The object of all this is to establish a broad basis of fact on which may ultimately be built a true philosophy of education.

Dr. Hall proposes, in short, to apply to the study of fundamental educational themes the same method which has developed such brilliant results in the field of the natural history sciences.

This first number is of so high a character that we do not hesitate to congratulate the whole educational public (i. e. in reality the entire people) of this country on the inauguration of a movement which promises to throw more light into the practical development of educational interests than anything hitherto attempted.

We cannot pretend to give our readers a particularized account of the extent and variety of information gathered from various countries and contained in this single number. We can only say that educational men who neglect to possess themselves of *The Pedagogical Seminary* will, in a very few years, find themselves groping and wandering while others walk securely in the light.

LET us with truth and sunny vigor print and publish, and give proclamation to, and recognition of, this vast and all-important work done by the four hundred thousand teachers in the United States, until the dull ear of the people shall be opened and they shall see and hear, and recognize and reward this great salvation, thus wrought.

AH! could even the well born of the world be always rightly born and rightly trained and educated, what a world we would have; but the rich are stingy and penurious, when it comes to the point of properly appreciating and compensating our teachers, or either the teachers of their children. Sad it is, too, that such are the facts, but if the rich are stingy and small in compensating for their own children, how shall we make provision for properly training the legions and myriads that come marching out of darkness into light, pleading with the prayer of darkness for intellectual and moral nutriment to be able to live right. If we let them stagger and stumble into vice and crime, how much more of a tax we pay then, to be sure. We pay and lose them too, and with them, our own! Surely such a tax is both great and foolish. There is a better way.

THAT is a "center shot" on page 9. Four or five times as much reading matter given by the AMERICAN JOURNAL OF EDUCATION as is given by any other journal published in the United States. You get it—and you get the best too—as only the best is put into the great weekly papers.

THE "little red school-house still stands, with its invitations and its open door and its attraction inside too. It harbors and garners and scatters so much of good that we have no fear of its being abolished. Most all of the great men and women, and the good men and women have, first or last, drank at this fountain, and their spirit has been replenished, their being has been enlarged, their horizon extended on into the future. It has been fraught with so much of good and wrought so much of good that it will be maintained and enlarged, not greatly crippled in the future.

The teacher stands on the summit of power and renown, and needs no other fame or glory, but what follows in the wake of his own work.

EVERY common school from Maine to Missouri and from Missouri to the Pacific Ocean contains, nourishes and fertilizes the seeds of liberty, intelligence and power among the people.

THE MISSOURI PACIFIC and IRON MOUNTAIN Railroads will bring teachers and their friends who wish to attend the National Teachers Association en route from Texas and Arkansas at the lowest rates—and in the best time to St. Louis, then they can take the "Wabash," the Banner route direct through to Toronto without change of cars, via the Canadian Pacific. It is none too early to begin to talk up the matter and get all the necessary arrangements perfected for a large delegation and a pleasant trip.

ONE of the leading educators in Kansas, who ordered 150 copies of this journal giving an account of the "tool" President, Canfield, in the N. E. A., at St. Paul, says: "There was no show for Canfield to be elected United States Senator after the exposure given in the AMERICAN JOURNAL OF EDUCATION. The people of Kansas want a man in the United States Senate—not a 'tool.'"

THIS little Boston, boss boodler Sheldon, has managed to cloud the whole horizon of the N. E. A. with the hues of his deep tinted villainy and distrust. It is said he expected to "squeeze" \$50,000 out of the teachers of the country before the N. E. A. passed into a "close corporation," and on that income fix himself solid. The explosion and exposure at St. Paul came to soon, and now, alas! for this common clay!

If you are wise as a teacher you see not only a child in your pupil but a man, nay more, a giant. It is your place to help and not hinder him.

THAT coupon order offer gives to every teacher in the United States three or four times as much reading matter as any other journal of education published in the United States, furnished for \$1.50. See page 9.

THE ANNUAL MEETING.

The annual Convention of the National Educational Association of the United States for the present year will be held at Toronto, from the 14th to the 17th of July next. A local committee has been appointed at Toronto to make all the necessary arrangements. At least twelve thousand teachers of Public Schools, Collegiate Institutes, High Schools, Universities and school officers and inspectors throughout the United States and Canada are expected to attend the convention. Cheap railway rates have been secured from all parts of Canada and the United States. An official bulletin will soon be issued giving a full programme of the proceedings at the convention, railway arrangements, &c., and will be sent to anyone desiring a copy by sending a post card to the secretary of the local committee, Mr. H. J. Hill, at Toronto, or Mr. J. L. Hughes, chairman of the executive committee Toronto. The most complete arrangements will be made to give the visiting teachers a splendid welcome and to make the meeting a great success. Local excursions are being arranged to all important points of interest surrounding Toronto. The meeting will be of an international character, and as it is the first time the association has ever met in Canada it is hoped that both the American and Canadian teachers will attend, in large numbers.

How much money did Congress appropriate at the last session? The amount is reported to be over \$900,000,000! How much of this vast sum is to be devoted to education?

GOD has touched the lips of Gen. Sherman with eternal silence. Why should the living cavil further about him.

THE sun never sets on the soil of the United States. It rises in Maine before it sets in Alaska.

INDICATIONS point strongly to the fact of short-hand being taught in our common schools. That means it will soon appear in the examination for teachers certificates. With this end in view, all readers of the JOURNAL should embrace the opportunity we now offer for learning the best system of stenography on earth at a cost of only \$2. How can we do it? No wonder you ask. Suffice it to say, "you can do it."

The JOURNAL has always been helpful to teachers. The amount sent to us will pay for the JOURNAL one year, also for twelve lessons by mail from the best short-hand instructor in the country. See coupon order. These lessons will include the principles of the Pitman system. Truly a wonderful offer. See particulars in lesson five on page seven.

CANCERS.

Thousands of Cancers are permanently removed by entirely new and original methods without pain, loss of blood, or the use of plaster or knife. For book on Cancer (sent free) address Surgical Hotel, Columbus, Ohio.
DR. S. B. HARTMAN, Pres't.

FAST TRAINS SOUTH.

The *Cairo Short Line* with its splendid equipment is the *direct fast line* to Paducah, Ky., to Eldorado, Ill., to Cairo, Ill., and via the *Illinois-Central R. R.* to Jackson, Tenn., to Memphis, Tenn., to Jackson, Miss. and on direct to New Orleans, La. and the roses, bloom and fragrance of the "Sunny South." No change of cars over this route via *The Cairo Short Line*.

It is for the teachers to press forward and illumine the world. Other people are too busy about other things to look after and insure the spread and safety of universal intelligence. Passivity on the part of the teacher is out of place.

THE more moral power Canfield possessed at St. Paul the less necessity he would have had to be a tyrant. He chose tyranny from necessity because as a "tool" he had no moral power.

If there had been identity of interests up at St. Paul, Canfield would not have played the assassin. He must maintain a corrupt "ring" and resort to both tyranny and assassination to do it.

To impart strength, moral, mental and physical, in order to gain more strength in all directions and yet more should be the real object of all our teaching, and any and all teaching that falls here is a total failure.

THE State summons these heroic men and woman from their homes to teach and to train the children for the high duties of American Christian citizenship. Pity that the State has not vision to see and appreciate the worth and value of their work, so as to provide for their prompt and adequate compensation in all these States.

THE work of our common schools in giving the people power is like the sun. Blind are those who do not see it.

Are the rights of the paying members of the N. E. A. but a shadow, a name, a fiction? So says the moral dwarf, Sheldon.

EVERY teacher and every school helps to train for and to fortify civil order and progress and thus give the people more power.

[It is not quite enough to be good—one must be good for something in order to make goodness count.

STRONG, tough, deep down as the oak-root, a block and a rock for sectarianism to beat against, is this system of common schools. Planted, settled, unmovable, is it giving always and everywhere the people power.

THE "BANNER ROUTE."

"The spirit of the time shall teach me speed."
—SHAK.

The great *Wabash Railroad* is not only the *shortest* line, but their splendid equipment is such that they make a *half day* the *quickest* time from St. Louis to Toronto, and from all other points, too. Solid vestibule trains with sleeping cars, reclining chair cars and dining cars, will run solid, from St. Louis to Toronto, via *The Canadian Pacific R. R.*

From Chicago, two daily trains to Toronto, without change of any class. From Kansas City and Omaha, via St. Louis union depot to Toronto without change via *The Canadian Pacific R. R.*

Parties of thirty or more taken through without change. This will be the quick, popular, favorite route to the meeting of the N. E. A. at Toronto in July.

OBJECT TEACHING.

It is a settled *fact* in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the *necessity* of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE than DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only *ten cents per year!*

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs \$80.00, and they last twenty years, that would be only \$3.00 per year and *all the pupils* in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be *ten cents per year* to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of *Blackboard* surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these *facts*, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.

A CHOICE LIST OF SUMMER RESORTS.

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In the Lake regions of Wisconsin, Northern Michigan, Minnesota, Iowa and the two Dakotas, there are hundreds of charming localities pre-eminently fitted for summer homes. Among the following selected list are names familiar to many of our readers as the perfection of Northern summer resorts. Nearly all of the Wisconsin points of interest are within a short distance from Chicago or Milwaukee, and none of them are so far away from the "busy marts of civilization" that they cannot be reached in a few hours of travel, by *frequent trains*, over the finest roads in the northwest—the Chicago, Milwaukee & St. Paul Railway, and Milwaukee & Northern Railroad:

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Lakeside, Wis.	Ortonville, Minn.
Kilbourn City, Wis.	Prior Lake, Minn.
(Dells of Wisconsin.)	White Bear Lake, Minn.
Beaver Dam, Wis.	Lake Madison, So. Dak.
Madison Wis.	Big Stone Lake, S. Dak.
Delavan, Wis.	Sparta, Wis.
Pewaukee, Wis.	Elkhart Lake, Wis.
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TOOLS TO WORK WITH.

Will School Officers as well as Teachers

Please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Charts, a Globe and a Blackboard, a teacher can instruct a class of *twenty or thirty* more *effectively* and *profitably*, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do *twenty or thirty times as much work* in all branches of study with these helps as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is supplied with

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A Set of Outline Maps,

A Set of Reading Charts,

A Set of Writing Charts,

A Set of Physiological Charts,

A Globe, Crayons, Erasers, &c., &c.

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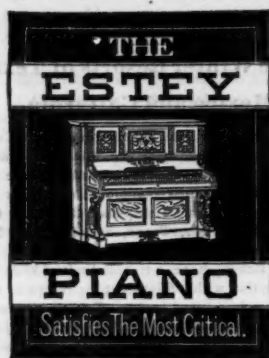
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